Indiana's Response to Intervention Academy

Leadership, Core Curriculum, and Fidelity

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Components to Consider

- Leadership
- **Evidence-based core curriculum, instruction, & interventions/extensions**
- Assessment and progress monitoring system
- Data-based decision making
- Cultural responsivity
- Family, community & school partnerships

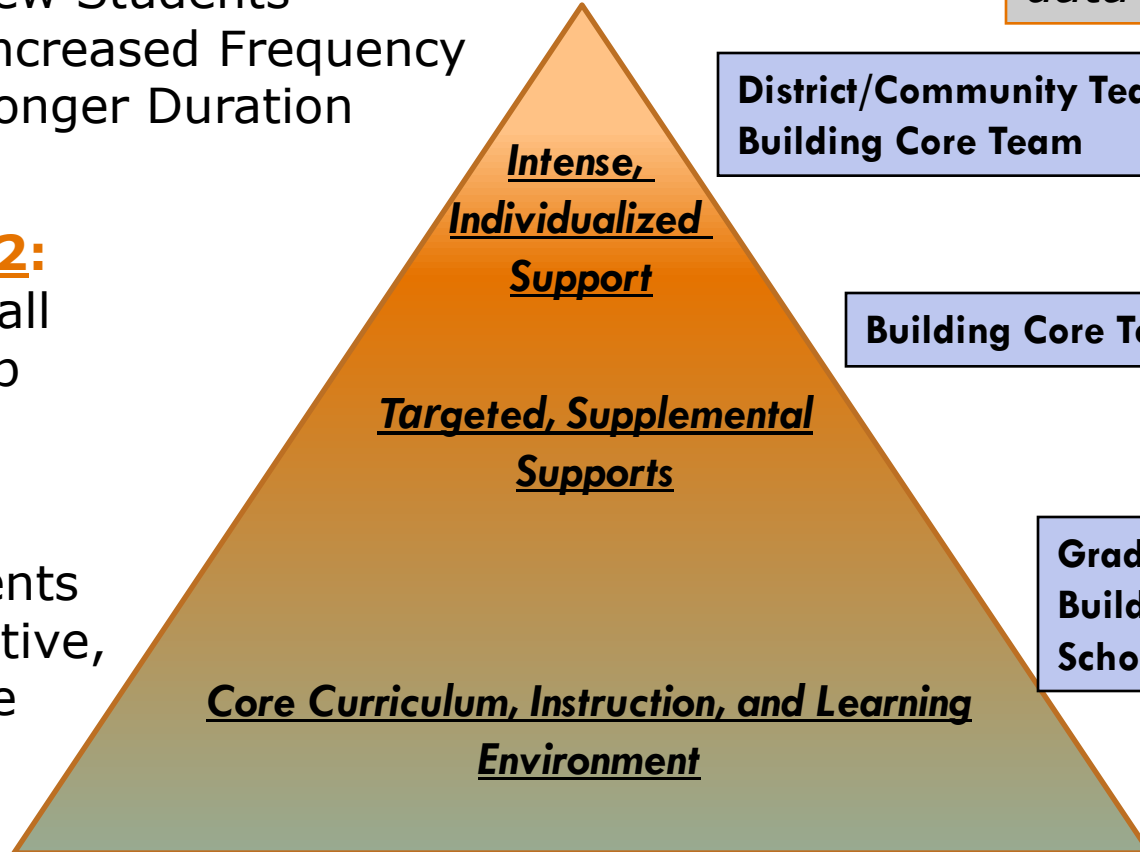# Integrated System for Academic and Behavioral Supports

Tier 3:
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:
- Small Group

Tier I:
- All Students
- Preventative, Proactive

Services across tiers are fluid and data-driven

Intense, Individualized Support

Targeted, Supplemental Supports

Core Curriculum, Instruction, and Learning Environment

District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

Preview: Connecting My Presentation to Indiana's Vision of RTI

- What does it mean to implement the core curriculum with fidelity?

- How do I monitor and ensure implementation?

- What results can I expect?

English/Language Arts ISTEP Scores Mill Creek East

Year	Special Ed	Grade 5
2004	36%	78%
2005	52%	79%
2006	51%	82%
2007	61%	85%
2008		93%

First Grade Results—Mill Creek East
Fall 2005—January 2009
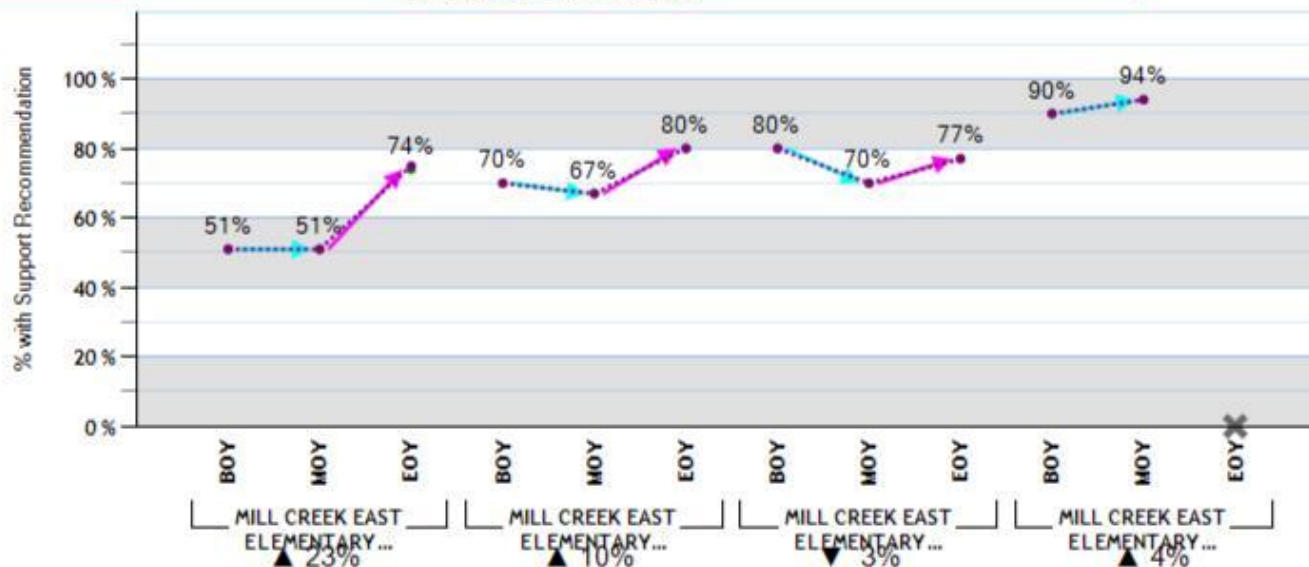
Core Curriculum…at the base of the triangle!

- Implementation of RTI is predicated on effective practices in general education classroom

  - Students can not be identified as having a learning disability if their difficulty is due to a lack of instruction

  - Programs need to be research-based and implemented as designated

  - **Prevention-oriented**

  - "RTI requires a way of thinking about instruction, academic achievement, and individual differences that makes it impossible to implement without fully involving general education" (Technical Assistance Paper, ODE, p. 2)

First…

- Look at how system addresses student needs
  - It is our responsibility to identify the curricular, instructional, and environmental conditions that enable learning

Before….

- Looking to the individual learner to explain why students are struggling

What is my core program?

- Selection of a new core program is a very small part of SBRR.
  - Starting point
  - Must be implemented skillfully and systematically
  - Strands, pacing
  - Must be modeled for the teachers

Instruction Within Reading Block

- ❑ Whole group instruction
  - ■ All students receive the same instruction at the same time

- ❑ Differentiated, small-group instruction
  - ■ Targets individual student needs
  - ■ Especially struggling students

Implementing a Core Program

- Common language among teachers within and across grade levels

- Consistent instructional delivery

- Instructional sequence of skill presentation and teaching/learning strategies

Role of the Administrator

Administrator's Role – System Level

- Establish an environment where all staff believe all students can learn at high expectations
- Design a master schedule that includes equitable distribution of students, uninterrupted reading and math blocks, common planning, interventions, and specialists' schedules
- Adopt a school-wide data management system for monitoring student assessment data and interventions
- Establish a problem-solving team to address needs of students
- Share school data regularly
- Monitor RTI system within the school success plan

Administrator's Role – Tier 1

- Adopt scientifically researched-based reading and math core curricula
- Ensure teachers receive high quality professional development with the core programs
- Implement a consistent and on-going fidelity to the core monitoring system
- Adopt a universal assessment tool to assess all students three times a year
- Adopt a progress monitoring tool to assess all students not at benchmark
- Ensure teachers receive high quality professional development with assessment tools
- Participate in teacher professional development

Utilizing & Analyzing Data

Mill Creek East Elementary, Passport,
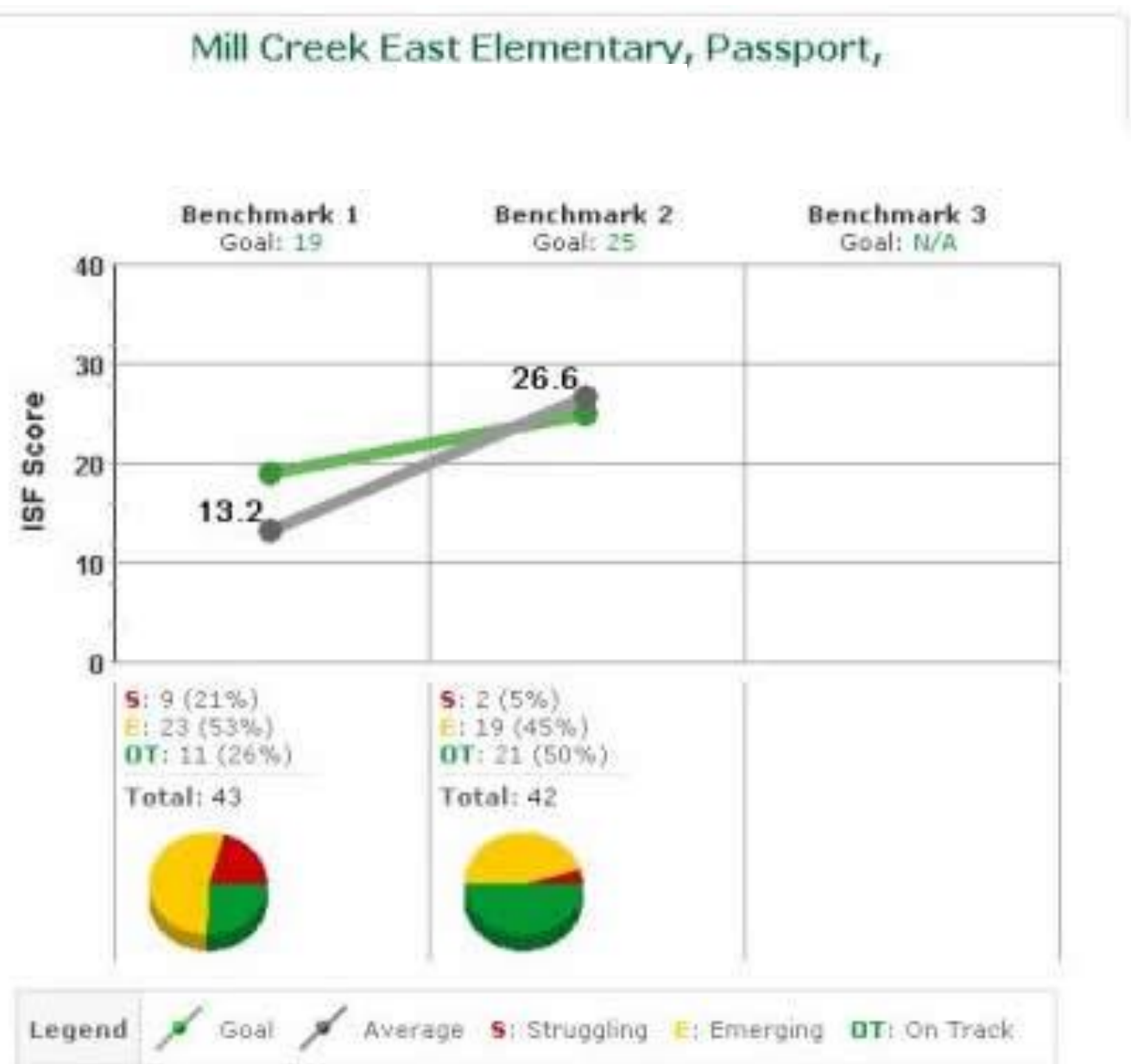
Analyzing Classroom Data

Results by Class	Kindergarten, ISF · 2005-2006						
Class Name	Benchmark 1			Benchmark 2			Benchmark 3
	S	E	OT	S	E	OT	
Teacher A	7 (30%)	11 (48%)	5 (22%)		9 (41%)	13 (59%)	
Teacher B	2 (10%)	12 (60%)	6 (30%)	2 (10%)	10 (50%)	8 (40%)	

Effective School-wide Reading Program

Critical Elements of Effective Reading Program

1. **Consistently implemented, high quality initial classroom instruction and follow-up small-group instruction that is well-differentiated according to student needs.**

2. **Use of student performance data to guide instruction and allocate instructional resources.**

3. **Resources to provide interventions for struggling readers.**

Fidelity of Implementation

How will we know we are implementing with fidelity?

- ❑ Dimensions
    - ■ Content: how much (e.g. adherence, exposure)
    - ■ Process: how well (e.g. quality of delivery, student response)

- ❑ Frequency
    - ■ Experience level of interventionist
    - ■ Request for support
    - ■ Class/group performance on screening and progress monitoring
    - ■ Outcomes

- ❑ Supports
    - ■ Supportive v. punitive
    - ■ Professional Development
    - ■ Partnerships/Collaboration among staff
    - ■ Resource allocation (e.g. time, materials, social structure, role change)

Mellard & Johnson, 200

Challenges/Opportunities

- Minimum 90 uninterrupted minutes daily

- Systematic delivery of explicit instruction
  - Scaffolding
  - Differentiation

- Intervention (in addition to initial instruction)
  - Students *NOT* making adequate progress

Daily Schedule

Time	Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Time
8:30		Breakfast students enter the building						8:30
8:35	Students enter the building							8:35
8:40								8:40
8:45								8:45
8:50			Literacy Group 1	Announcements				8:50
8:55								8:55
9:00		Language Arts		Power Standard/Remediation				9:00
9:05								9:05
9:10								9:10
9:15								9:15
9:20								9:20
9:25								9:25
9:30			Literacy Group 2	Math	Language Arts	Content		9:30
9:35								9:35
9:40							Specials	9:40
9:45								9:45
9:50					Tier II			9:50
9:55			Literacy Group 3					9:55
10:00								10:00
10:05								10:05
10:10								10:10
10:15								10:15
10:20								10:20
10:25			Literacy Group 4			Specials		10:25
10:30							Specials	10:30
10:35								10:35
10:40								10:40
10:45								10:45
10:50		Lunch						10:50
10:55							Tier II	10:55
11:00				Lunch		Math		11:00
11:05					Specials			11:05
11:10								11:10
11:15								11:15
11:20		Recess	Lunch					11:20
11:25								11:25
11:30								11:30
11:35				Recess				11:35
11:40							Recess	11:40
11:45								11:45
11:50			Recess					11:50
11:55		Literacy Group 1			Lunch			11:55
12:00								12:00
12:05								12:05
12:10								12:10
12:15								12:15
12:20				Specials			Lunch	12:20
12:25					Recess			12:25
12:30		Literacy Group 2						12:30
12:35						Lunch		12:35
12:40								12:40
12:45								12:45
12:50								12:50
12:55								12:55
1:00		Literacy Group 3						1:00
1:05				Language Arts		Recess		1:05
1:10			Specials		Tier II			1:10
1:15								1:15
1:20								1:20
1:25		Calendar and Math (40 Minutes) Theme Choice Centers						1:25
1:30				Literacy Group 1				1:30
1:35							Content 1	1:35
1:40						Language Arts		1:40
1:45			Math	Math	Tier II			1:45
1:50								1:50
1:55		Specials						1:55
2:00								2:00
2:05				Literacy Group 2				2:05
2:10								2:10
2:15								2:15
2:20						Tier II	Content 2	2:20
2:25								2:25
2:30								2:30
2:35								2:35
2:40								2:40
2:45							Content 3	2:45
2:50						Tier II		2:50
2:55								2:55
3:00								3:00
3:05								3:05
3:10								3:10
3:15								3:15
3:20								3:20
3:25								3:25
3:30				Dismissal				3:30

What is FIDELITY?

- Implementation of SBRR programs through SBRI(Scientifically Based Reading Instruction)
  - Carefully
  - Faithfully
  - Systematically
- Assessment data regularly used to meet student needs
  - Differentiating instruction
  - Monitoring progress

How do you maintain fidelity and differentiate instruction?

- Follow program's scope and sequence
- Select activities to meet identified student needs
- Use instructional daily routines
- Focus on grade-level high-priority skills
  - Within the BIG 5

Fidelity Does NOT Mean…

- Teaching every activity on each page of TE

- Randomly selecting activities

- Incorporating favorite strategies, stories, and activities without regard to student need

- Asking all the guided comprehension questions presented for each page of text within the program

Program Challenge

Sifting through the myriad of activities

- Identifying parts of program that ***focus on the Big 5***

- *Filling in the gaps* with supplemental materials and the features of effective instruction to differentiate and address the needs of **ALL** students within a classroom

- *Effectively & efficiently* delivering daily instructional routines included within the program

Quality Core Instruction

- Has a high probability of bringing (at least) most students to acceptable levels of proficiency
  - What is MOST? Most is often defined as at least 80%
- Scientifically validated, evidenced-bas
- How do we know what defines Qualit
    - What Works Clearinghouse
        http://ies.ed.gov/ncee/wwc/
    - Resource to evaluate the quality of core early reading curricula
    http://reading.uoregon.edu/appendices/con_g

Take Home: Connecting My Presentation to Indiana's Vision of RTI

- Analyze data to ensure the core curriculum is being implemented with fidelity
- Schedule
- Provide professional development

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From all of us to all of you…